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ABSTRACT

This document describes in detail the processes by which curriculum frameworks are developed and instructional materials are evaluated and recommended for adoption at the state level in California. The document is organized around two major processes--the process of curriculum framework development at the state level and the process for the state-level adoption of instructional materials. First, the major principles and objectives of both of these processes are reviewed. Then the specific phases and components of each of the processes are detailed. Each of these distinct yet interrelated components has its own timeline, its major participants, and goals and objectives that contribute to the overall effective development of the curriculum, as reflected in the frameworks, and to the adoption of appropriate instructional materials. The document describes how these two important aspects of curriculum development operate together. (JD)

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Instructional Materials and Framework Adoption:

Policies and Procedures

Prepared by
Office of Curriculum Framework and Textbook Development

Approved by
California State Board of Education
June 10, 1988

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Sacramento, 1988

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1988

INSTRUCTIONAL MATERIALS AND FRAMEWORK ADOPTION: POLICIES AND PROCEDURES

PREFACE

Curriculum development and improvement is at the heart of education. It is vital, it is time-consuming, and it involves a large number of people. Textbooks and instructional materials are an expression of that curriculum and are primary tools in conveying the curriculum to all students. Efforts to obtain good materials aligned with the curriculum are essential to quality education.

This document describes the processes by which curriculum frameworks are developed and instructional materials are evaluated and recommended for adoption at the state level in California. This information is important to all involved in improving education, but particularly to the members of the education profession, including both public and nonpublic educational agencies, subject matter specialists and staff in various educational agencies, and to the publishers and producers of instructional materials. Members of the public, as well as those interested in curriculum development and in the quality of instructional materials used in the public schools, will find this information essential in working within the process.

This document details State Board of Education policy regarding curriculum framework development and instructional materials adoption. These policies and procedures play a key role as the Curriculum Development and Supplemental Materials Commission and the Department of Education work to accomplish the objectives set forth by the State Board and the Legislature.

Following its development in January and February 1988, this document was reviewed by the Curriculum Development and Supplemental Materials Commission and approved by the State Board of Education on June 10, 1988.

Acknowledgment is made to numerous individuals for their suggestions and contributions to this document. In addition to the staff of the Office of Curriculum Framework and Textbook Development and of other offices within the State Department of Education, input was received from members of various educational organizations, local school districts and county offices, the Association of American Publishers, the Curriculum Development and Supplemental Materials Commission, and the public.

Questions regarding this document should be directed to:

Office of Curriculum Framework and Textbook Development
California State Department of Education
P. O. Box 944272
Sacramento, CA 94244-2720

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INSTRUCTIONAL MATERIALS AND FRAMEWORK ADOPTION:
POLICIES AND PROCEDURES

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INSTRUCTIONAL MATERIALS AND FRAMEWORK ADOPTION: POLICIES AND PROCEDURES

1. INTRODUCTION

The State Board of Education is charged under the State Constitution with the responsibility for adopting textbooks and other instructional materials for use in the elementary schools through grade eight in California. The Legislature has established an advisory body, the Curriculum Development and Supplemental Materials Commission, hereinafter referred to as the Curriculum Commission,[1] to assist the State Board with this function.

This document is organized around two major processes--the process of curriculum framework development at the state level and the process for the state-level adoption of instructional materials. First, the major principles and objectives of both of these processes will be reviewed. Then the specific phases and components of each of the processes will be detailed.

Each of these distinct yet interrelated components has its own timeline, its major participants, and goals and objectives that contribute to the overall effective development of curriculum, as reflected in the frameworks, and to the adoption of appropriate instructional materials. This document describes how these two important aspects of curriculum development operate together.

Because of the importance of maintaining the structure and stability of the instructional materials adoption process, no deviation of the policies and processes outlined in this document is authorized unless approved by the State Board of Education. Any approved changes will be communicated to all participants by the Department of Education in writing by issuance of a Department "Instructional Materials Policy Advisory."

The State Board of Education operates on a seven-year cycle for curriculum framework development and adoption of instructional materials. The cycle promotes the philosophy of regular curriculum evaluation and revision. Chart 1 on the next page graphically describes the curriculum development, evaluation, and revision cycle at the state level.

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[1] For more information on the Curriculum Commission, see Attachment A.

SCHEDULE FOR CURRICULUM FRAMEWORK DEVELOPMENT AND ADOPTION OF INSTRUCTIONAL MATERIALS

	1987	1988	1989	1990	1991	1992	1993	1994
English - Language Arts		(A)	<>		[F]----------[F]			
Visual/Perf. Arts Bilingual/ Bicultural *			(A)	<>		[F]----------[F]		
History - Social Science	----------[F]			(A)	<>		[F]----------[F]	
ESL/ Foreign Language	[F]----------[F]				(A)	<>		[F]----------
Science		[F]----------[F]				(A)	<>	
Mathematics			[F]----------[F]				(A)	<>
Health				[F]----------[F]				(A)

[F] FRAMEWORK

* After 1989, Bilingual/Bicultural materials will be adopted as part of each subject area adoption.

(A) STATE BOARD ADOPTION OF INSTRUCTIONAL MTRLS

Instructional Mtrls Evaluation:	Apr-Jun
Curriculum Comm recommendations:	Jul-Aug
State Board Adoption:	Sep-Oct

<> Newly adopted materials available for order by districts March 1.

CHART 1

Direct questions to:
Office of Curriculum Framework and Textbook Development
State Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
Ph: (916) 445-2731

1/5/88
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2. OVERVIEW: PRINCIPLES AND OBJECTIVES

The process for curriculum framework development and the process for the screening, evaluation, and adoption of instructional materials for use in California schools are designed to encompass the following principles and objectives:

- Commitment by the State Board of Education to the effort to improve and reform the public school system, which includes a commitment to increase the standards of quality for the curriculum and materials used in day-to-day classroom instruction. For instructional materials, the definitions of quality are adopted by the State Board of Education through its approval of the framework and the evaluation criteria for each subject area.

- Materials which convey the core curriculum effectively to all the students of California's rich and diverse population, as referenced by *Education Code* Section 60200(d). (See Attachment B)

- Materials available in adequate numbers so that students do not need to share, and sufficient funding so that materials can be updated regularly to ensure current and accurate content.

- Fair and thorough evaluation of materials, both for legal and educational requirements, by qualified persons representing a reasonable cross section of the state's educational, ethnic, and geographic interests.

- High standards, developed by the Commission and approved by the State Board, for the appointment of individuals to all committees and panels participating in the evaluation.

- Establishment by the State Board of a strong position with necessary safeguards against any possible conflict of interest involving persons participating in the adoption process.

- Centralized administration of the evaluation process to ensure standardization of criteria and their application.

- Open communication and clear direction during each stage of the various processes.

- Production of an approved list of instructional materials which meet the educational needs of the students of California, with accompanying information which school districts may use to make selections at the local level.

3. CURRICULUM FRAMEWORKS

3.1 General Information

Curriculum frameworks describe the core curriculum and provide direction for effectively transmitting the skills, knowledge, and understandings to all students. They reflect research in both content and structure of the core curriculum and the pedagogy to deliver it. Frameworks and the accompanying criteria are used to evaluate and adopt instructional materials to provide direction for staff development and to serve as the basis for the development and revision of the state's testing program.

The purposes of the frameworks for K-12 education include:

(1) Establishing guidelines and providing direction to aid districts in revising their curricula, evaluating their programs, assessing the abilities of certificated personnel to offer instruction, and developing strategies to best serve the needs of all students

(2) Providing the basis for the education of teachers and administrators

(3) Serving as a resource for state and district personnel responsible for in-service education of teachers

(4) Providing direction for the development of textbooks and instructional materials

(5) Furnishing guidance at the state, county, and local levels to individuals responsible for developing curriculum for the public schools

(6) Serving as the basis for the development and revision of state and local testing programs

(7) Providing the basis for the development of criteria for selecting instructional materials

(8) Providing information on the curriculum to parents and the general public

(9) Providing guidance for the review of secondary (9-12) materials

Each subject matter framework includes goals that serve as guidelines for the determination of criteria for instructional materials. The criteria are then used in selecting, through the state adoption process mandated in *Education Code* Sections 60200-60205, materials for use in kindergarten and grades one through eight. Although the state adoption process involves grade levels up to grade eight only, the frameworks also serve as guidelines for school districts to utilize in selecting instructional materials for use in grades nine through twelve.

Although frameworks are intended to cover the school program from kindergarten through grade twelve, their effect can also be noted in preschool programs and child care centers and in adult education programs, particularly basic education programs.

The Curriculum Commission is responsible for developing frameworks and submitting them to the State Board of Education for approval. The Curriculum Commission is organized into Subject Matter Committees (SMCs). The SMC for the given subject area has the primary responsibility for overseeing the development of the framework, including conducting the field review of the draft framework.

The framework development process is designed to ensure broad input and timely completion.

To facilitate planning and understanding, a flow chart that details the major components of the framework development process is included on the next page as Chart 2.

3.2 Development

3.2.1 Formation of Curriculum Framework and Criteria Committees (CFCCs)

At the beginning of the framework cycle in a given subject area, and for each subject matter area for which a Subject Matter Committee (SMC) of the Commission is responsible, a Curriculum Framework and Criteria Committee (CFCC) will be established in that area. The purpose of the CFCC in each subject area is to advise the SMC of the Commission on frameworks, criteria, educational specifications, and questions related to that subject matter area.

Each CFCC shall consist of a minimum of nine (9) to a maximum of fifteen (15) members, selected by the SMC, appointed by the Curriculum Commission, and approved by the State Board of Education. The primary criterion for membership is subject matter expertise. Also, a balance of educational levels, gender, geographical location, and ethnicity is important.

Membership on the CFCC should be composed of the following representatives:

(1) Classroom teachers who have taught at more than one grade level and have experience serving on curriculum development committees.

(2) Curriculum personnel with experience in developing curriculum in the appropriate subject areas, including expertise in determining content and organization, who may be selected from local district or county offices of education.

CURRICULUM FRAMEWORK DEVELOPMENT AND APPROVAL PROCESS

Time Involved: Approximately 18 Months from First Meeting to State Board Approval

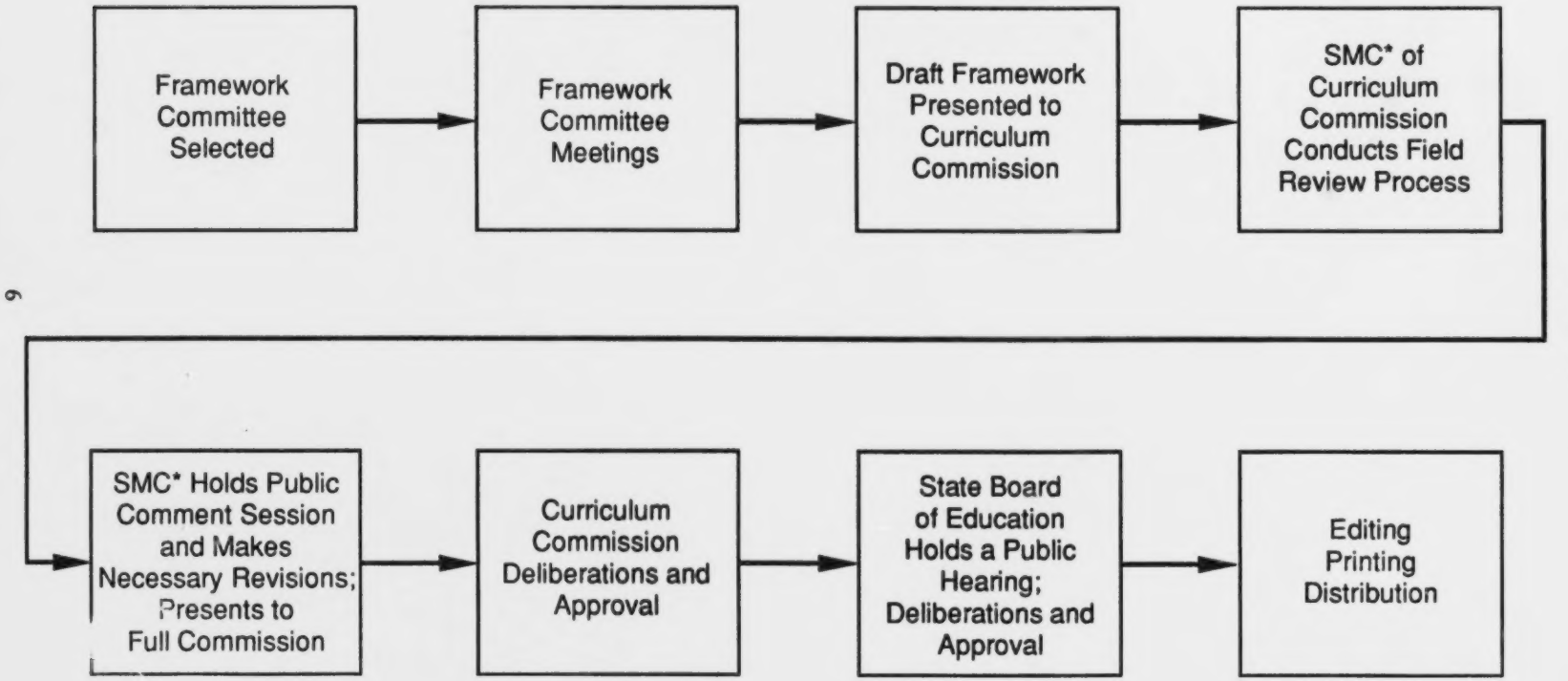
Framework Committee Selected
Framework Committee Meetings
Draft Framework Presented to Curriculum Commission
SMC* of Curriculum Commission Conducts Field Review Process
SMC* Holds Public Comment Session and Makes Necessary Revisions; Presents to Full Commission
Curriculum Commission Deliberations and Approval
State Board of Education Holds a Public Hearing; Deliberations and Approval
Editing Printing Distribution

CHART 2

*Subject Matter Committee

(3) College and university personnel representing academic departments as well as schools of education and who are knowledgeable about current educational processes in the classroom.

(4) Representatives of citizen groups, educational organizations, industry, and other agencies. These people can provide a valuable resource for the CFCC. Such persons may be members of the CFCC or can be used as consultants to the Committee.

State Department of Education personnel who provide subject matter expertise, updates on current and pending legislation, and support services may serve as liaisons to the CFCC.

In addition to the general and specific criteria listed in this document, the SMC may establish other appropriate criteria, such as the exact number of persons to meet each of the specific criteria.

The SMC, along with the Department, is responsible for making sure that the framework committee applications are distributed to every district, county office, Instructional Materials Display Center (IMDC), and other organizations and individuals that have indicated a desire to be informed, and that there is sufficient time for applications to be submitted to the Department on behalf of the Commission. Nominations may be made by any interested group or citizen, including Board or Commission members or Department staff. The Department will assist the Commission by ascertaining the nominee's willingness to serve and by submitting to the Commission the necessary information regarding each nominee.

The SMC is responsible for screening the applicants and for assisting the Curriculum Commission in selecting the members in accordance with the established criteria. Each member will be required to file a disclosure statement concerning possible conflicts of interest, except that the State Board, upon recommendation of the Curriculum Commission, may exempt a limited number of CFCC members from the requirements of the inconsistent and incompatible activities statement.

3.2.2 Framework Timeline and Workplan Projections

At the time of selecting the CFCC members, and in conjunction with submitting the names to the Board for approval, the Curriculum Commission should provide projections with respect to time frames and additional information regarding planning as may be feasible.

3.2.3 Operation of the CFCC

The CFCC operates under the guidance of and at the pleasure of the Curriculum Commission.

All meetings of the CFCC are open to the public and are appropriately noticed. To the extent possible, working drafts are made available prior to the meeting to interested people to facilitate useful input to the framework committee.

To further ensure public review and input, the CFCC chair will allow some time during or at the close of each CFCC meeting as a general public comment opportunity (i.e., "open forum"). Additionally, two of the CFCC meetings will be structured to provide for additional time for input and for communication between the audience/public and the framework committee. Input shall be received in a manner generally in accordance with the "Guidelines and Procedures for Public Input," as described in Attachment D. These procedures can be modified or waived at the discretion of the chair.

The chair of the SMC of the Curriculum Commission, or his or her designee, serves as the Curriculum Commission's liaison to the CFCC and shall provide regular updates on the activities and progress of the CFCC to the Curriculum Commission.

3.2.4 Framework Content Requirements

Each framework is to include criteria for instructional materials needed to implement the types of programs recommended in the framework. These criteria are significant, as they are used by publishers and producers in the development of instructional materials.

3.2.5 Field Review Process

The Subject Matter Committee (SMC) of the Curriculum Commission is responsible for conducting a field review of the draft framework document. The field review should be sufficiently extensive so that a representative sample of teachers, district and county personnel, and public members receive copies of the draft document. The Instructional Materials Display Centers should all receive copies. There should be 45 days minimum (60 or more days preferred) for the public to react to and comment on the draft field review copy. The SMC, taking into consideration the input from the field, makes whatever changes are deemed necessary before recommending that the full Curriculum Commission approve the document. The SMC could, if deemed appropriate, request the continued involvement of the framework committee or CFCC members in the development of subsequent revisions.

The Curriculum Commission conducts a formal public input session on the framework before it is considered for approval. Input will be received in a manner generally in accordance with the "Guidelines and Procedures for Public Input," as described in Attachment D.

3.2.6 State Board Approval and Implementation Plans

When the framework documents have been approved by the Curriculum Commission, the Commission forwards them to the State Board of Education for approval.

At the time the framework is sent to the Board, an outline of the distribution and implementation plans should also accompany it. Such plans should address the needs for pre-service and in-service training in particular.

The State Board holds a public hearing on the framework prior to approval. The State Board-approved framework, along with the criteria for evaluation of instructional materials, form the basis of the educational content requirements for the next adoption in the specified subject area. The evaluation instrument is printed and distributed as part of the *Invitation to Submit*.

As soon as the framework is approved, the Curriculum Commission, with the assistance of the Department, will host a framework orientation meeting specifically for all publishers and producers of instructional materials for the purpose of facilitating understanding of the framework.

3.2.7 Criteria for Evaluation of Instructional Materials, and Evaluation Instruments

In conjunction with developing the framework, or immediately following the completion of the framework itself, the members of the SMC will then develop the evaluation instruments. These instruments are to be based on the criteria included in the framework. The evaluation instruments, complete with weighting factors, must be received and approved by the Board either in conjunction with the framework or, at a minimum, no later than eighteen (18) months prior to the deadline for the submission of materials to be evaluated in the specified subject area(s).

3.3 Evaluation of the Framework

Periodically, it is appropriate to assess the usefulness of the curriculum framework to school districts and educators throughout California. An evaluation phase provides an opportunity to collect valuable information. This information can then be used to develop and implement future frameworks.

The following factors should be considered during an evaluation phase:

(1) Effectiveness of the implementation strategies

(2) Extent to which the framework was used by county and district personnel in developing curriculum guides and instructional resources

(3) Effect of the framework on students' learning

3.4 Addendum to Framework

If at some time during the framework cycle it becomes apparent that significant developments have occurred in a subject matter area, it may be necessary to prepare an addendum to that framework. After approval by the State Board of Education, an Ad Hoc CFCC may be appointed to accomplish that specific task.

3.5 Summary of Public Input Opportunities to Framework Development

The general public has the opportunity to make comments and offer opinions concerning curriculum frameworks that are being developed or revised. Written comments are always welcome. The Curriculum Framework and Criteria Committee (CFCC) and the Curriculum Commission will provide multiple opportunities for input. These options were described earlier in this document and are highlighted here in summary form once again:

- An "open forum" at the close of each framework committee meeting
- Two meetings of the framework committee, appropriately noticed, to provide additional time for public input and communication
- Opportunities to comment during the field review phase of the framework development process
- A public comment session before the Curriculum Commission
- A public hearing before the State Board of Education relative to the proposed framework

4. ADOPTION OF INSTRUCTIONAL MATERIALS

4.1 Submission of Instructional Materials for Review and Evaluation

4.1.1 General

The State Board of Education is responsible for the adoption of instructional materials for kindergarten through grade eight.[2] There is no state-level adoption of instructional materials for grades nine through twelve. Only basic instructional materials designed for use by pupils as a principal learning resource are adopted. The definition of basic instructional materials is detailed further in the following section (Section 4.1.2).

The Curriculum Commission, most of whose members are appointed by the State Board, is a legislatively established body responsible for managing the evaluation and adoption process and for recommending materials to the State Board for adoption.[3] The State Department of Education is responsible for assisting both the State Board and the Curriculum Commission in carrying out their duties with respect to the adoption of instructional materials. The education community and the general public have the opportunity to provide input into the process at a number of significant junctures.

The primary components of this process are outlined and briefly described as follows:

(1) *Invitation to Submit*

This document annually describes the timelines and the requirements for participating in the scheduled subject area(s) adoption.

(2) Submission

Specific time frames and requirements exist for publishers and producers to deliver samples of their instructional materials to the evaluators, Curriculum Commission members, and display centers.

(3) Additional Information

There is specific additional information requested along with the samples.

---

[2] Selected pertinent *Education Code* sections are included in Attachment B.

[3] For information on the Curriculum Commission, please refer to Attachment A.

(4) Price Quotation (Bid) Submissions

Annually, by the specified deadline, publishers are required to complete bids for items submitted for adoption consideration.

(5) Public Display and Public Notice

To ensure the general public and local educators the opportunity for meaningful input, the materials being evaluated are required to be displayed at Instructional Materials Display Centers (IMDCs) throughout the state.

(6) Legal Compliance Reviews

These reviews ensure compliance with social content requirements.

(7) Educational Content Review

There are several steps involving Instructional Materials Evaluation Panels (IMEPs), including an opportunity for publishers and producers to make a presentation before the panel members.

(8) Adoption Recommendations by the Curriculum Commission

A chart displaying the relationships of these various components is included on the next page as Chart 3. Information on each of these components, and substeps, follows.

4.1.2 Definition of Basic Instructional Materials

The State Board of Education adopts only basic instructional materials for kindergarten through grade eight. The definition of basic instructional materials is found in *Education Code* Section 60012 and states:

> **60012.** "Basic instructional material" means instructional materials designed for use by pupils as a principal learning resource and which meet in organization and content the basic requirements of the intended course.

By Board policy, adopted by the State Board of Education on July 10, 1987, this definition was extended operationally by the following statement:

> "Instructional materials, each component of which is integrally necessary to teach the requirements of the intended course in a manner that is compatible with the framework adopted by the State Board of Education."

Implementation of this policy begins with the 1988 *Invitation to Submit* for the 1989 adoption.

INSTRUCTIONAL MATERIALS ADOPTION PROCESS

This flow chart shows the relationships between the major components of the adoption process. Approximately 12 months are involved from the time of submission of samples to State evaluators to the time districts can begin ordering adopted materials.

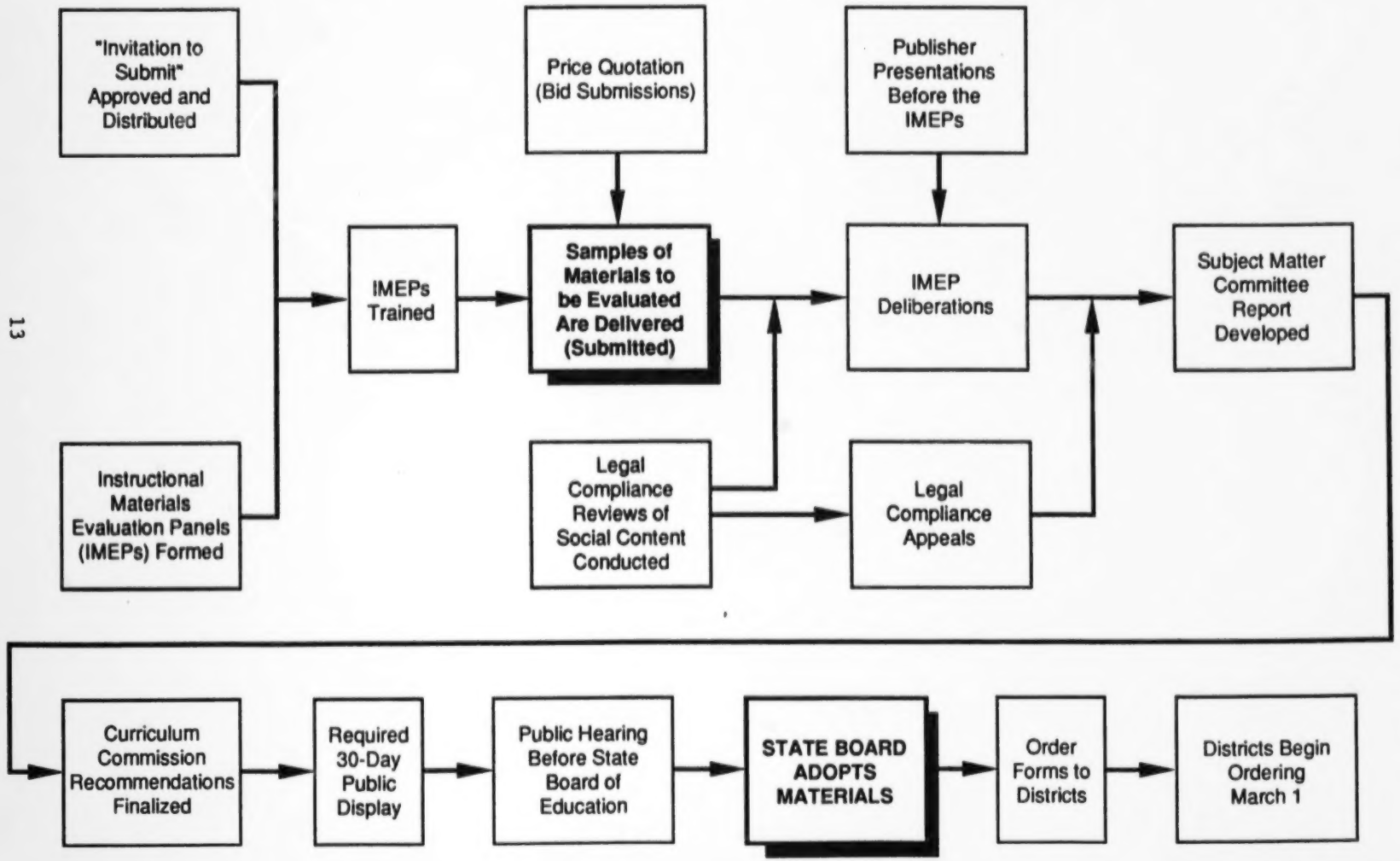
"Invitation to Submit" Approved and Distributed
Price Quotation (Bid Submissions)
Publisher Presentations Before the IMEPs
IMEPs Trained
Samples of Materials to be Evaluated Are Delivered (Submitted)
IMEP Deliberations
Subject Matter Committee Report Developed
Instructional Materials Evaluation Panels (IMEPs) Formed
Legal Compliance Reviews of Social Content Conducted
Legal Compliance Appeals
Curriculum Commission Recommendations Finalized
Required 30-Day Public Display
Public Hearing Before State Board of Education
STATE BOARD ADOPTS MATERIALS
Order Forms to Districts
Districts Begin Ordering March 1

CHART 3

4.1.3 *Invitation to Submit*

Annually, the State Department of Education, on behalf of the State Board of Education, issues an *Invitation to Submit* for the subject areas scheduled for adoption. The *Invitation to Submit* is distributed to publishers who have notified the Department's Office of Curriculum Framework and Textbook Development (CFTD) of their interest in participating in the process.

The *Invitation to Submit* provides publishers and producers of instructional materials with:

(1) Detailed information about the timeline for adoption activities

(2) Legal requirements for participating in an adoption

(3) Guidelines for social content

(4) Subject area criteria and evaluation instruments

The *Invitation to Submit* also outlines the requirements for the display of instructional materials under consideration for adoption.

The *Invitation to Submit* document is drafted in the late spring by the Department, after which there is opportunity for review and input by members of the Curriculum Commission. Input is also requested from representatives of the publishing industry, including the Association of American Publishers. It is sent to the Board for approval in the summer or early fall and mailed to all publishers and producers of instructional materials immediately thereafter. The approved *Invitation to Submit* signals the start of the next process to adopt instructional materials in the areas specified.

4.1.4 Additional Information

Additional information, such as that required by *Education Code* Section 60226, may be requested throughout the evaluation period on an as-needed basis as determined by the Curriculum Commission or the Department, provided that such requests allow adequate response time and are consistent with timelines and procedures described in the *Invitation to Submit*. (Also refer to Section 4.13.)

4.1.5 Submission

There are two dates critical to submission. First, on the specified date, and in the manner requested, publishers and producers of instructional materials must provide to the Department a list of all basic instructional material to be submitted for review and evaluation. This procedure is critical for coding and for workload planning purposes. Second, no later than the date specified by the State Board, and detailed in the

Invitation to Submit, copies of all materials (up to 150 copies maximum) to be reviewed and evaluated must be delivered to the sites and locations specified by the Department.

The number of samples requested shall not exceed 150 copies. However, a sufficient number of samples must be requested in order to ensure copies for evaluators, for Curriculum Commission and State Board members that desire them, and for appropriate public display in the thirty (30) Instructional Materials Display Centers located throughout the state.

Materials must be submitted in accordance with the technical requirements specified in the *Invitation to Submit*. These requirements include, but may not be limited to, publishers having the responsibility for:

- The cost of transporting and retrieving samples
- Meeting sampling deadlines
- Sampling the proper materials
- Providing equipment needed for the use of sampled items
- Sampling items in final format
- Ensuring that each sample has a separate ISBN
- Ensuring that sampled items are not exchanged or altered in any way during the evaluation process

It should also be noted that it is each publisher's/producer's responsibility to retrieve all samples for programs that are not adopted by the Department. Publishers/producers may retrieve their nonadopted educational material samples from the Instructional Materials Display Center (IMDC) sites for a period of 30 days after the date the official adoption list is approved by the State Board of Education. All materials must be retrieved by publishers/producers without any cost to the display center site or any of the staff. Materials that are not retrieved within the 30-day period will be disposed of or donated for educational use. IMEP members and Commissioners are authorized to retain their samples or donate them for educational use.

Only basic instructional materials submitted for adoption are required to be sampled. It should be noted that FAILURE TO MEET THE DEADLINE FOR SUBMISSION MAY RESULT IN DISQUALIFICATION OF THE ITEMS FROM FURTHER CONSIDERATION IN THE CURRENT ADOPTION CYCLE.

4.2 Price Quotation (Bid) Submissions

The Department of Education distributes preprinted Price Quotation on Instructional Materials (TXT-10) forms to publishers/producers. These documents are used to (1) submit initial contract prices for new materials being considered for adoption; and (2) submit biennial price adjustments for currently adopted materials. All price adjustment submissions must be in compliance with California's Most Favored Nation Clause (*Education Code* Section 60061). Price information will be required for each of the following purchasing alternatives:

- State Board-Purchased Finished Materials

  The rate submitted is to reflect (a) completed book price; (b) appropriate state sales/use tax; and (c) prepaid freight to any ordering point (district) in California.

- State-Printed Materials

  California requires the right to print and distribute adopted students' textbooks and workbooks when projected order volumes are of a level to make such an activity cost-effective. Under this acquisition alternative, the following cost submissions are required: (a) cost to state of leasing film to print selected material; (b) per unit print fee (royalty) which will be charged the state to print materials (current regulations limit this fee to no more than 55 percent of the publisher's completed book price).

The prices submitted by publishers/producers on Instructional Materials Bid (TXT-10) forms will be in effect for a two-year period, except that the prices for the seventh year will be in effect for a one-year period. The normal schedule allows publishers/producers to adjust their prices biennially. However, it is their responsibility to notify the Department immediately of any item price reductions or increases in the number of free materials due to current offers in California or offers or contracts with other states or governing boards. Prices may not be increased after the final filing date of the Price Quotation forms until the next scheduled biennial price update.

4.3 Public Display, Public Notice, and Instructional Materials Display Centers (IMDCs)

4.3.1 General Information

The public display portion of the adoption cycle is a two-phase process. The first phase occurs concurrently with the review of materials by the Legal Compliance Committees, beginning with the receipt of the first materials submitted in response to the *Invitation to Submit* and continues until the last item has been through the entire evaluation process. The second phase relates to implementation of *Education Code* Section 60202 (see Attachment B), which specifies that materials recommended for adoption be on public display for thirty (30) days prior to the deliberations of the State Board regarding adoption.

4.3.2 Instructional Materials Display Centers (IMDCs)

There are thirty (30) Instructional Materials Display Centers geographically distributed throughout the state. A list of the IMDCs is included as Attachment C.

IMDCs have the following primary responsibilities in conjunction with the adoption process:

- Provide appropriate public display of materials under consideration for state adoption and facilitate public review and comment (required by *Education Code* Section 60202--see Attachment B).
- Serve as a resource for Curriculum Commissioners, State Board members, educators, and others interested in the state evaluation and adoption process.
- Serve as a resource to district and county staff in reviewing and evaluating newly adopted materials for local selection and use.
- Post the Curriculum Commission's recommendations for adoption and the final State Board adoption decision.
- Receive public comments on the proposed materials and recommendations and forward them to the Department for consideration by the Curriculum Commission and the State Board.

Materials are shipped by the publishers/producers directly to the IMDCs and Curriculum Commission members in accordance with instructions furnished by the Department. Department staff members also supply the centers with posters and other informational material to facilitate display. The IMDCs are required to generate appropriate publicity in the local media relating to the display to ensure broad public awareness. The Department will also furnish each IMDC a supply of "public comment" forms for use by persons who wish to submit opinions concerning any materials.

Additional information will be given in the "public input" section of this document.

4.4 Legal Compliance Review of Instructional Materials

4.4.1 Purpose of Legal Compliance Reviews

The purpose of the legal compliance review process is to ensure that instructional materials submitted meet the *Education Code* requirements and State Board of Education guidelines regarding social content. These requirements are detailed in the document entitled *Standards for Evaluation of Instructional Materials with Respect to Social Content* (available through the Publications Office of the Department of Education).

4.4.2 Composition and Operation of the Legal Compliance Committee

The legal compliance review is conducted by a committee of volunteers under the general supervision of the Department and with the cooperation of the Instructional Materials Display Centers.

The Legal Compliance Committee consists of as many qualified persons as are needed to evaluate instructional materials for compliance with those social content requirements appearing in the *Education Code* and State Board guidelines. The number of evaluators varies from year to year, depending on workload and volunteer response. In operation, there may be one legal compliance review committee, or there may be smaller committees based in several Instructional Materials Display Centers throughout the state.

Persons selected to serve on behalf of the Board as reviewers of instructional materials for legal compliance must be citizens of California. They should be interested in, and sensitive to, social and legal issues in education as identified in *Education Code* Sections 60040-60042 and 60044 (see Attachment B) and State Board policies (detailed in the "Standards" document--see first paragraph of this section). Any interested member of the general public (18 years or older) may serve. Efforts are made to balance the statewide committees in terms of geography, ethnicity, representation of men and women, the aged, and the disabled. Committee membership should also reflect a range of professional and non-professional roles.

Volunteers for review of instructional materials for social content are solicited by means of media releases and nomination from special interest groups, State Board members, and other educational and civic groups or by self-nomination.

The Department maintains for the State Board a list of the names of people qualified to serve on the Legal Compliance Committee. Names of nominees may be submitted by any interested group or citizen, including State Board or Curriculum Commission members and Department staff. The Department contacts the individuals to solicit the necessary background information and to ascertain their willingness to serve, and selects the members. Upon the request of the State Board, the Department will submit the names and background information concerning the nominees to the State Board for approval.

A nomination form and a disclosure statement for each person nominated or volunteering to serve on behalf of the Board as a reviewer are submitted to the Department. Disclosure statements which indicate a possible conflict of interest are referred to the Department's Legal Office for a ruling on a person's eligibility.

Persons chosen to serve on the legal compliance review committee, with the exception of the chair, may serve through two consecutive subject area adoptions (two years), but no longer. The Committee is chaired by a person chosen by the Board for a two-year term; the person may be reappointed for a second two-year term, and his or her service may be terminated at any time by Board action.

Reviewers serve on a voluntary basis, without pay. If a reviewer is required in connection with his or her duties on behalf of the Board to travel to the extent of incurring significant out-of-pocket expenses, the Department will reimburse for necessary and reasonable expenses in accordance with the rules of the State Department of Personnel Administration.

4.4.3 Legal Compliance Review and Appeal Process

a. Initial Review

Department staff routes evaluation materials to the Legal Compliance Committee. Using the *Standards for Evaluation of Instructional Materials with Respect to Social Content* adopted by the State Board, the assigned panel reviews the material to determine compliance with the social content requirements of the law and Board policy.

In the event that a panel issues a citation for an item, the Department notifies the publisher in writing of the specific reasons for the panel's citation. Publishers are given thirty (30) calendar days to respond to this notice.

b. Revisions

The publisher may either appeal the citation or offer to the panel any revisions relevant to the citations. In the event that the publisher offers revisions, the panel, after considering the offered revisions, makes a final decision, either disapproving the material or approving it subject to those revisions that are accepted.

c. Appeal Panels

First-level appeals are heard by a First-Level Appeals Panel, consisting of the chairperson of the Legal Compliance Committee, who chairs the hearings, four Legal Compliance Committee subcommittee/panel chairpersons or designees, and three independent members who are not presently members of the Department, the State Board, or of any commission, committee, or panel operating in the adoption process. The independent members are appointed and removed by the State Board under the same standards as employed with respect to Legal Compliance Committee members. The members who are panel chairpersons shall be designated by the chairperson of the Legal Compliance Committee on a rotating basis so that

no panel chairperson serves on the appeal committee at any hearing in which an instructional material reviewed by his or her panel is being considered on appeal. The First-Level Appeals Panel chairperson votes only in the event of a tie vote among the remaining members.

Second-level appeals are heard by a Second-Level Appeals Panel consisting of three or more members of the State Board appointed by the President of the Board. The President designates one of the members as a chairperson or may appoint the chairperson of the Legal Compliance Committee to serve as chairperson. The appointed members are to serve for the entire adoption.

d. First-Level Appeal

When an item of instructional material is found to be not in compliance with the law, the publisher may appeal the finding of the First-Level Appeals Panel. The procedure is as follows:

(1) The appellant writes a letter to the Department appealing the finding and citing reasons for the appeal. Such a letter is to be received within 30 days from the date of the notice of the panel's findings. The letter of appeal from a publisher must also include details of any revisions which have been developed and are intended to be presented to the committee.

(2) The Department advises all Instructional Materials Display Centers to post a notice of all appeals filed for hearing by the First-Level Appeals Panel. Such notice is to include the time, date, and place of the hearing and the titles of the materials which are the subject of appeal.

(3) The publisher is required to provide copies of all citations, written responses, and the material in question to the First-Level Appeals Panel in numbers to be determined by the Department.

(4) The Department refers the matter and all documentation to the First-Level Appeals Panel. The committee reviews the case only on those violations cited, any revisions offered, and any argument submitted. The appellant may make an opening statement limited in duration to five minutes. Affected persons may also be called upon by the committee for further testimony.

(5) A publisher may offer revisions for the first time or offer revisions different from those submitted to the initial review panel. Also, the committee may suggest revisions of their own.

(6) The committee, by majority vote, either approves or rejects the material. The Department confirms that finding in writing to the participating parties, other interested parties, and all display centers. Each finding is to be accompanied by the appropriate rationale, including the pertinent *Education Code* sections.

e. Second-Level Appeal

Should the First-Level Appeals Panel decide against an appellant, the appellant may appeal for review by the Second-Level Appeals Panel. The procedure is as follows:

(1) The publisher or producer notifies the recording secretary of his or her intention to appeal to the Second-Level Appeals Panel prior to his or her departure from the first-level appeal.

(2) The publisher is required to furnish copies of all citations with corresponding written responses and the materials in question to the Second-Level Appeals Panel in numbers to be determined by the Department.

(3) The Department refers the matter and all documentation to the Second-Level Appeals Panel for review. Each party to the appeal may make an opening statement, limited in duration to a length specified by the chairperson. Affected persons may also be called upon by the committee for further testimony.

(4) A publisher may offer only those revisions submitted to the initial panel or at the first-level appeal, or any revision suggested at the first-level appeal by the committee members. The issues to be decided upon are limited to those raised at the first-level appeal.

(5) With the conclusion of the second-level appeal, all considerations of legal compliance with respect to the social content of instructional materials are terminated. Therefore, at the public hearing relating to the Curriculum Commission's recommendations, the Board will consider educational content issues only.

f. Intervention

Individuals have the right to intervene at both first- and second-level appeals either in support of or against a citation. In either case, the procedure is as follows:

(1) Individual's written statement notifying the Department of his or her intent to intervene and detailing his or her reasons of support for or against the citation must be received by the Department one week prior to the appeals.

(2) Individuals will be responsible for the distribution of their written material to appeals panel members and Department staff during the appeals.

(3) Individuals do not have the right to speak except when an appellant or appellee has designated part or all of their speaking time to an individual.

(4) Individuals may address only those violations cited and scheduled to be heard before the appeals committee.

Individuals still have the option of speaking at the public hearing of the Board or the Curriculum Commission. (Refer to the public input section of this document.)

g. Additional Information on the Board's Social Content Guidelines Procedures

Any instructional material which has been evaluated and approved for legal compliance pursuant to *Education Code* Sections 60040-60042 and 60044 and the Board's social content guidelines within one year's time shall not, upon submission by the publisher for adoption or retention by the Board, be reevaluated for legal compliance unless:

(1) The content of the material has been revised, or

(2) The social content guidelines have been amended to the extent that, in the judgment of the Board, a re-evaluation is necessary. The Board shall establish an effective date of any amendment.

(3) Less than six years remain for its legal compliance approval.

h. Materials Submitted Outside the Normal Adoption Cycle

Most reviews for legal compliance are performed on material submitted in response to an *Invitation to Submit*. However, a publisher may at any time submit new or revised instructional material for a legal compliance review with respect to social content. Although the material submitted is not restricted to the particular subject matter being considered in the current adoption cycle, such material submitted must fall into a subject matter area for which instructional materials are adopted by the Board. The procedure is as follows:

(1) Following a request for review, the publisher must supply the Department with copies of the materials in such numbers as determined by the Department. Materials submitted for out-of-cycle legal compliance review must be in finished form. The Department assigns the materials to a Legal Compliance Committee for review. In the event that a panel rejects an item,

the Department notifies the publisher in writing with specific reasons listed for the panel's rejection. The publisher may choose either to appeal the findings or offer revisions. In either case, procedures are the same as those cited earlier in this section (4.4.3). Appeals for out-of-cycle legal compliance review are held in conjunction with the regular annual adoption process.

(2) The panel's legal compliance approval for an item is valid for no more than seven years.

i. Annual Reports

The Department maintains data on the legal compliance processes and develops an annual report, which is submitted to the State Board of Education upon request.

4.5 Educational Content Review of Instructional Materials

4.5.1 Instructional Materials Evaluation Panels (IMEPs)

To assist the Curriculum Commission in carrying out its responsibilities for evaluation of instructional materials, the appropriate Subject Matter Committee of the Curriculum Commission forms a number of Instructional Materials Evaluation Panels (IMEPs).

a. IMEP Membership

The number of IMEP members required will vary, depending on the volume of submissions to be reviewed. The appointments to these panels will show a heavy emphasis on teachers and other curriculum personnel from county offices and school districts, the primary qualification being subject matter expertise. The composition of the panels should broadly reflect the ethnic, gender, and geographic diversity of the state. The panels can reflect any additional criteria adopted by the Curriculum Commission and approved by the State Board of Education.

b. IMEP Selection and Formation

The Department assists the Curriculum Commission in soliciting applicants for the IMEPs. The time involved and the procedures used to recruit and solicit and select applicants for the IMEPs are the same as those used for framework committee solicitation and selection (see Section 3.2.1). Names of nominees may be submitted by any interested group or citizen, including State Board or Curriculum Commission members and Department staff. The Department contacts the individuals to solicit the necessary background information and to ascertain their willingness to serve.

The Subject Matter Committee of the Curriculum Commission determines the number of panels to be created and nominates the members and alternates, subject to criteria approved by the Board. The Curriculum Commission approves the nominations and recommends them to the State Board for approval. If the Board does not approve of an individual to serve as an IMEP member, that name is returned, and the Curriculum Commission recommends another selection. Each member is required to file a disclosure statement concerning possible conflicts of interest.

Each panel serves for one year.

c. Publisher Contact with IMEPs

Publishers/producers are not to contact members of Instructional Materials Evaluation Panels, except during the scheduled times and in the prescribed manner. Contact with individual members of IMEPs by publishers/producers to influence the review of their particular programs other than during the scheduled times (publisher presentation) and in the prescribed manner is inappropriate, and IMEPs are required to report any such contact to the Department. Such contact may lead to disqualification from further consideration in the current adoption process, legal action, or both. However, publishers/producers may continue to contact those IMEP members who have meetings with publishers in the normal course of their duties. No reference to the evaluation process or the business of the Curriculum Commission and the IMEPs may be made during these meetings. At no time, before or after the adoption, shall publishers/producers use the results or ratings from the IMEPs in advertisement of their materials.

4.5.2 Evaluation

a. General

Evaluation of instructional materials for factual and technical accuracy, educational value, and quality is accomplished in accordance with the framework and criteria and evaluation instruments approved by the Board.

b. Instructional Materials Evaluation Panel (IMEP) Training

The Subject Matter Committee (SMC) of the Curriculum Commission, with the assistance of the State Department of Education, will arrange orientation and training meetings. All panel members must attend in order to ensure consistency in the evaluation process. Preferably two to three weeks before, or at least immediately following the IMEP training, the Curriculum Commission will ensure that an abbreviated version of the IMEP training is presented for publishers submitting instructional materials for adoption. When

possible, audio or videotapes of training sessions will be made available.

c. IMEP: Publisher Presentations

The SMC is responsible for arranging an opportunity for publisher presentations for each panel on materials submitted for possible adoption in that subject matter area.

d. IMEP: Evaluation and Recommendations

IMEP members review the materials independently, making appropriate notations with respect to the evaluation criteria before meeting to discuss and analyze the materials further.

All IMEPs are brought together at a central location for a period of time determined by the workload and/or subject matter(s) for an intensive review of materials. IMEPs are divided into working groups determined by the subject matter being reviewed and estimated workload. A chairperson is selected for each panel, and a summary evaluation form is completed by each panel, including ratings of submissions, if used, and rationale for "recommending" or "not recommending" the materials.

e. Publisher Response before IMEPs

The chair of the SMC will ensure that the publishers and producers of the instructional materials being evaluated have an opportunity to respond to the major identified weaknesses or concerns in person in front of the appropriate representatives of Instructional Materials Evaluation Panel(s). This step must occur before the IMEPs finalize their evaluations and recommendations. Specifics on this opportunity are to be announced at least one month prior to the actual opportunity to respond.

f. IMEP Recommendations

Chairpersons prepare a listing of each item, indicating "recommended" or "not recommended," with supporting strengths and weaknesses. The findings of the IMEPs are reported to the Subject Matter Committee (SMC) to assist the Curriculum Commission in recommending materials to the State Board of Education for adoption. The report should account for all adoption code numbers included in the assignment and should be prioritized within their appropriate categories as deemed appropriate and necessary.

g. Curriculum Commission Recommendations

The SMC is responsible for preparing or finalizing a justification for the recommendation of each item proposed to be included in the Curriculum Commission's report to the

State Board. The report of the SMC must include a rationale for the rejection of any items not proposed for adoption, to serve as a reference against future inquiries.

h. Permanent Records

Evaluation sheets and reports are deposited with the Department for the permanent record.

4.6 Public Input

4.6.1 Adoption Process

The general public has the opportunity to make comments and offer opinions concerning materials submitted for possible state adoption. There are multiple opportunities for input into the deliberations on adoption of instructional materials:

- Public display centers around the state and "public comment" forms (see Section 4.3)
- Public comment opportunity before the SMC
- Public comment opportunity before the Curriculum Commission
- A public hearing before the State Board of Education

Each of the thirty (30) Instructional Materials Display Centers (IMDCs) is required to have available "public comment" forms. All public input is to be written on the "public comment" form and is considered according to official timelines.

Members of the public have the option of speaking at the public hearings of the Curriculum Commission and/or the State Board whether or not they have completed "public comment" forms.

The deadline for all legal compliance-related comments is the date of completion of the official legal compliance reviews. The deadline for educational content concerns is two weeks prior to the final meeting of the Subject Matter Committee. These dates are to be posted at all IMDCs.

As "public comment" forms are received by the Department, they are reviewed and divided into one of three categories: (1) public citations pertaining to legal compliance issues which the individual intends to take to appeals; (2) public citations dealing with educational content; and (3) comments made only for the publisher's information.

4.6.2 Public Citations Pertaining to Legal Compliance

Individuals making public citations pertaining to legal compliance have the right to take them to appeals, provided that the citation is valid. Their comment(s) must be accompanied by

a written request of their intention to address their concern(s) before the appeals committee. If individuals choose this option, publishers are notified and given thirty (30) calendar days to respond. Those legal compliance comments not received before the deadline or not received with a written intention to appear before the appeals committee will be forwarded to the publisher for information only. Second-level appeals mark the termination of all legal compliance activity for the year.

4.6.3 Public Citations and Comments Dealing with Educational Content

Public citations dealing with educational content are submitted to the Curriculum Commission for review and consideration. Individuals have the opportunity to present their concerns at a public hearing of the Curriculum Commission[4] and/or the State Board. Those educational content concerns not received before the deadline are forwarded to the publisher for information only.

Comments received from the Instructional Materials Display Centers (IMDCs), as well as other comments and statements, including school district reviews, will be accepted by the Department and presented to the Curriculum Commission. Summary comments may be prepared as necessary to facilitate handling, but the actual correspondence will be available. These comments are forwarded to the State Board along with the Curriculum Commission's report. Comments received by the Department after the Curriculum Commission's report is finalized, but prior to the adoption decision by the State Board, will also be forwarded, along with appropriate summaries, to the State Board. The public hearing of the State Board marks the conclusion of the educational content review for the year.

It is the responsibility of the SMC chair of the Curriculum Commission to receive and maintain, for the duration of evaluation, a file of public citations, comments, and evaluation reports from Curriculum Commissioners, Instructional Materials Display Centers, and other interested persons.

4.6.4 Comments for Information Only

Those comments for information only are forwarded to the publisher for consideration in future editions of his or her materials.

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[4] Details of the public input session of the Commission are given in Attachment D.

4.7 Compilation of Analysis of Evaluation Data

4.7.1 Review of IMEP Report

The Subject Matter Committee of the Curriculum Commission, with assistance from the Department, reviews and interprets the reports and data submitted by the IMEPs.

4.7.2 Other Input

As a result of public display, the Subject Matter Committee of the Curriculum Commission may receive data which may be relevant to the evaluation of instructional materials. All data received within the deadline are reviewed to determine the validity and the usefulness of the content. Department staff reviews this kind of input; and staff may, with the approval of the Committee, summarize the information contained in some communications; but the recommendation of action to be taken as a result of such input must be made by the Subject Matter Committee of the Curriculum Commission.

4.8 Recommendation of the Curriculum Commission

4.8.1 List of Instructional Materials

On the basis of its evaluation, the Subject Matter Committee of the Curriculum Commission submits to the Curriculum Commission its recommendations for adoption of five to fifteen basic instructional materials programs for each grade level in the subject matter area(s) under consideration. Fewer than five programs could be recommended if fewer than five were submitted, or if fewer than five were judged to be of adequate quality, in keeping with *Education Code* Section 60200(b).[5]

The Committee also forwards with its recommendations a summary report by the chairperson of the Subject Matter Committee relating to the numbers of items reviewed in each category, a description of the methods used for evaluation, and a listing of recommended and not recommended materials, documenting the reasons for the recommendations and indicating how the materials recommended meet the needs of all students in California schools. Further, the report must include a rationale for the rejection of any items not proposed for adoption to serve as reference against future inquiries.

4.8.2 Summary of Data

Along with the recommended list, each Subject Matter Committee of the Curriculum Commission submits to the Commission summary data concerning each recommended item, such as a brief review of its contents, approach, style, appeal to students, and other significant features, a simple statistical analysis of the

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[5] See appropriate *Education Code* sections in Attachment B.

ratings it received on various factors, and other comments if appropriate.

4.9 Recommendations to the State Board of Education

The Curriculum Commission, sitting as a whole, takes the list of recommendations of its Subject Matter Committees and makes any additions or deletions which it deems advisable. For controversial items, it may request additional data such as individual rating sheets, letters from proponents and/or opponents, and copies of the instructional materials themselves. The Curriculum Commission, by roll call majority vote (nine votes), approves the list of recommendations. The list should contain recommendations for adoption of five to fifteen basic instructional materials programs for each grade level in the subject matter area under consideration. However, fewer than five programs could be recommended if fewer than five were submitted, or if fewer than five were judged to be of adequate quality, in keeping with *Education Code* Section 60200(b). Then the list of items, along with the rationale, is recommended to the State Board for adoption.

4.10 Additional Public Display Prior to Adoption

As soon as the Curriculum Commission has decided which materials it will recommend to the State Board for adoption, Department staff arranges for public display of materials recommended for adoption, in accordance with statutory requirements, for a period of thirty (30) days prior to the adoption. (See Section 4.3 of this document.) Appropriate publicity is generated relating to the display both by the Department and by the Instructional Materials Display Centers (IMDCs). Comments are forwarded by the IMDCs to the Department, which gathers and presents them to the State Board. (For further information, see process described in Section 4.6.3.)

4.11 Adoption by the State Board

The State Board conducts a public hearing when receiving the Commission's recommendations. Before making its adoption of materials, the Board may request any records, letters, evaluation sheets, or other material relating to the evaluation of any item under consideration, and hear testimony or recommendations from any interested party.

At the next regularly scheduled State Board meeting following the formal presentation of the Curriculum Commission's recommendations and the associated public hearing, the Board determines the contents of the list of instructional materials in its final form and votes its adoption.

The action of the State Board constitutes a binding agreement with the publishers/producers and, as such, becomes the basis for a formal contract between the publisher/producer and the State Board of Education. The Department of Education notifies participating publishers/producers of adopted items and may request the submission of additional samples (not to exceed the limit of 150 sets, total) of the adopted items.

Contracts for the seven-year adoption period are prepared by the Department, reviewed as to form (or substantively if necessary) by legal counsel, and forwarded to publishers for review and signature. Publisher-signed contracts are recommended for execution by the Secretary to the State Board, who is the Superintendent of Public Instruction, and then executed by the State Board's President.

4.12 Price List and Order Form for Adopted Instructional Materials

As a means of assisting districts to make their choices from the items adopted by the Board, the Department publishes a "Price List and Order Form" (PLOF) of instructional materials that are newly adopted by the Board in a particular subject area and distributes it to each county, district, and school office in the state. Updated PLOFs for a subject area are also distributed after each biennial price update. Complimentary copies are mailed to publishers and producers of adopted materials. Copies of the PLOF may be purchased from the California State Department of Education, Publication Sales, P.O. Box 271, Sacramento, CA 95802-0271.

4.13 Request for Additional Information

4.13.1 General

Prior to the adoption of materials, the Curriculum Commission requests additional information that includes:

(1) A description of the product and its relationship to the framework

(2) A description of the product development process

(3) A description of the field testing process

(4) An explanation of how materials are to be developed, improved, and/or maintained, on the basis of the field testing data collected

4.13.2 Guidelines

- The additional information provided by publishers/producers should focus on textbook performance as validated by teachers and students and should not be a "sales pitch."

- The description of the product and its relationship to the framework should include the publisher's stated goals and the changes from the previous edition. If the product is entirely new, the main features of the program should be described.

- Emphasis should be given to how the curriculum framework, particularly the section on standards, was used in the product development process.

- The field test information should focus on how the contents were modified in light of field test and learner verification findings. It is also important to know how potential problems are identified.

- All of the additional information should be presented in a concise and succinct statement.

- The additional information is reviewed by the State Board members, Curriculum Commission members, and Department staff, as time and staffing considerations permit. It is made available to the public, if requested, under the Freedom of Information Act.

4.14 Special Approval

4.14.1 New Edition Substitutions

Occasionally, it becomes desirable to substitute a new edition of an adopted item for the edition which was originally adopted. This situation may occur because a publisher/producer has corrected inaccuracies or made additions to the text of an item. The rationale for a new edition substitution is that the old and new editions contain the same content, for the most part, so that substituting the new edition does not change what was adopted.

When a publisher/producer submits a request to substitute a newer edition of an adopted item, the Office of Curriculum Framework and Textbook Development (CFTD) verifies the suitability of the substitution. For acceptance, it must be determined that the new edition could be used in conjunction (i.e., side-by-side) with the old edition in a classroom environment. In addition, all new portions to be substituted in the adopted item must comply with current social content requirements, as specified by the *Education Code* and State Board policy.

The new edition substitution requests should be made during biennial price updates. Interim substitutions must be made without increases in price. Once approved by the Department, the new edition will automatically be placed on the adoption list as the substitute for the original edition for the same adoption period. A new edition substitution must have a copyright and ISBN change unless prior written permission is obtained from the Department to retain the original ISBN.

Unauthorized substitutions of state-adopted materials are illegal. If a publisher ships unapproved items, all payments due the publisher will be withheld pending approval of the substitution by the Office of Curriculum Framework and Textbook Development (CFTD). If the substitution is not approved, neither the State Department of Education nor the school district is in any way responsible for paying for the

unauthorized shipment. In addition, illegal substitutions could result in disqualification of all adopted materials.

4.14.2 Petition Purchases

Nonadopted "basic" instructional materials may be acquired by school districts with state funds when districts determine that existing state-adopted materials do not meet identified local needs. Petitions must be approved by the State Board of Education. During the time that materials in a subject area are being reviewed for adoption consideration, no petitions for materials in that subject area will be considered by the State Board.

The petition process is initiated by the submission of a petition by the school district to the State Board for approval to obtain and use nonadopted material. Approval is granted when sufficient justification is given and samples of the desired items have passed a social content (legal compliance) review at the state level and undergone public display by the district. Additional information is provided in the *Instructional Materials Ordering Manual*, which is available from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271; telephone (916) 445-1260.

4.14.3 Out-of-Cycle Legal Compliance

A portion (up to 15 percent) of a district's annual instructional materials appropriation may be used to purchase replacements of adopted basic material and nonadopted basic and supplementary materials that have passed a legal compliance review at the state level. The same 15 percent may also be used for the purchase of library books that are subject to review at the local level.

To determine the availability of materials, districts should refer to an "approved for purchase" list published by the Department. Publishers/producers desiring to submit materials for an out-of-cycle review and inclusion on the list should contact the Department's Office of Curriculum Framework and Textbook Development to determine the fee charge, submission schedule, and sample requirements.

The "approved for purchase" lists, entitled *Instructional Materials Approved for Legal Compliance*, may be purchased from the Department's Publications Sales Office.

Publishers/producers are cautioned not to present as state-adopted those materials which have passed only a state-level legal compliance review. Misrepresentation of the facts could result in a recommendation to the State Board of Education for disqualification of all materials, including those previously adopted by the State Board.

5. LOCAL OPTIONS AND FUNDING AND EXPENDITURE REGULATIONS

5.1 General Implications

As described throughout this document, curriculum framework development and instructional materials adoption have significant implications for local districts. The following information describes the funding for instructional materials and the options districts have in purchasing instructional materials.

5.2 Funding and Options

The state annually apportions Instructional Materials Funds (IMF) to districts to use to purchase instructional materials. IMF is apportioned to districts for each student in kindergarten through grade eight, based on average daily attendance. Although instructional materials for use in grades nine through twelve are not currently adopted by the State Board, IMF is apportioned to districts for students in these grades as well. The nine through twelve IMF is apportioned according to the number of students enrolled in these grades.

The following outlines the options available to school districts for obtaining instructional materials with IMF allocations for kindergarten through grade eight:

- **Credit Orders for Adopted Materials**: School districts may order adopted instructional materials through the Department of Education, using their state Instructional Materials Fund "credits." Orders of this type are placed by using the state-supplied catalogs and order forms and can be placed once a month throughout the year.

- **Credit Orders for Nonadopted Materials (*Education Code* Section 60200(c)**: School districts may petition to obtain nonadopted basic instructional materials with their Instructional Materials Fund credit.

- **Cash Purchases--20 Percent Cash**: School districts may request up to 20 percent (5 percent automatic, up to 15 percent additional) of their state instructional materials fund allocations in cash for "direct" purchases and continue to order materials through the Department with the remaining 80 percent of their entitlements. Purchases made with cash from state funds must comply with the applicable statutes and the State Board of Education's policies.

- **Cash Purchases--100 Percent Cash**: School districts may receive 100 percent of their Instructional Materials Fund allocation in cash for placing orders directly with publishers. Purchases made with cash from state funds must comply with the applicable statutes and the State Board of Education's policies.

IMF for grades nine through twelve is distributed to districts, through the county offices, in the form of cash. Districts place orders for grades nine through twelve materials directly with publishers.

5.3 Instructional Materials Funds (IMF) Expenditure Regulations and Policies

5.3.1 Kindergarten through Grade Eight (8)

Expenditures of IMF allotted for kindergarten through grade eight are governed by *Education Code* Sections 60000-60363, as well as by State Board policy. The following policy governs these expenditures:

- At least 80 percent must be spent on state-adopted materials.
- Up to 15 percent may be spent on materials that have passed legal compliance review at the state level and on library/trade books.
- Up to 5 percent may be spent on any instructional materials, as well as tests and in-service training.

Districts may petition the State Board for approval to spend more than 20 percent on basic materials that are not state-adopted but have passed state legal compliance review.

5.3.2 Grades Nine (9) through Twelve (12)

Grades nine through twelve IMF expenditures are governed by *Education Code* Sections 60247-60249 and 60400-60414.

ATTACHMENT A

SELECTED *EDUCATION CODE* SECTIONS

Curriculum Development and Supplemental Materials Commission

33530. There is in the state government the Curriculum Development and Supplemental Materials Commission consisting of a Member of the Assembly appointed by the Speaker of the Assembly, a Member of the Senate appointed by the Senate Committee on Rules, one public member appointed by the Speaker of the Assembly, one public member appointed by the Senate Committee on Rules, one public member appointed by the Governor, and 13 public members appointed by the State Board of Education upon the recommendation of the Superintendent of Public Instruction or the members of the State Board of Education.

So far as is practical and consistent with the duties assigned to the commission by the State Board of Education, at least seven of the 13 public members appointed by the State Board of Education shall be persons, who because they have taught, written, or lectured on the subject matter fields specified in Section 33533, in the course of public or private employment, have become recognized authorities or experienced practitioners in such fields. At least three of the 13 public members appointed by the State Board of Education shall be full-time classroom teachers assigned to teach any of grades 1 to 8, inclusive.

33533. The Superintendent of Public Instruction and the State Board of Education shall consider for membership on the commission persons representing subjects commonly taught in public schools, including:

(a) English
(b) Social sciences
(c) Foreign languages
(d) Science
(e) Mathematics
(f) Fine arts
(g) Applied arts
(h) Conservation education

33534. The Superintendent of Public Instruction or his representative shall serve as executive secretary to the commission.*

33535. The members of the commission shall serve without compensation, except that they shall receive their actual and necessary travel expenses in attending meetings of the commission and in attending meetings of any committee or subcommittee of the commission of which they are members. Expenses of the commission shall be paid out of appropriations made to the Superintendent of Public Instruction or the Department of Education.

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* The Office of Curriculum Frameworks and Textbook Development (CFTD) of the State Department of Education is assigned to assist the Commission, within the constraints of time and personnel, in carrying out its role and in implementing decisions and policies of the State Board of Education.

33537. Whenever an employee of any public school district, state college, or other public agency is appointed to membership on the commission, his employer shall grant him sufficient time away from his regular duties, without loss of income or other benefits to which he is entitled by reason of his employment, to attend meetings of the commission and to attend to the duties imposed upon him by reason of his membership on the commission. The employer of any such member may make available such stenographic, secretarial, and staff assistance as is reasonably necessary to enable him to execute the duties imposed upon him by reason of his membership on the commission.

33538. The commission shall study problems of courses of study in the schools of the state and shall, upon request of the State Board of Education, recommend to the State Board of Education the adoption of minimum standards for courses of study in preschool, kindergarten, elementary, and secondary schools. Courses of study in the public schools shall conform to such minimum standards when adopted.

SELECTED *EDUCATION CODE* SECTIONS

I. Frameworks

51002. The Legislature hereby recognizes that, because of the common needs and interest of the citizens of this state and the nation, there is a need to establish a common state curriculum for the public schools, but that, because of economic, geographic, physical, political, and social diversity, there is a need for the development of educational programs at the local level, with the guidance of competent and experienced educators and citizens. Therefore, it is the intent of the Legislature to set broad minimum standards and guidelines for educational programs, and to encourage local districts to develop programs that will best fit the needs and interests of the pupils, pursuant to stated philosophy, goals, and objectives.

60028. "Curriculum framework" means an outline of the components of a given course of study designed to provide state direction to school districts in the provision of instructional programs.

60204. The commission shall:

(a) Recommend curriculum frameworks to the state board.

II. Adoption of Instructional Materials

- Constitution of the State of California, Article IX, Section 7.5

  "The State Board of Education shall adopt textbooks for use in grades one through eight throughout the state, to be furnished without cost as provided by statute."

60001. For the purposes of any provision of the California Constitution which requires the adoption of textbooks for use in the elementary schools, the state board shall have the power, subject to the provisions of this division, to adopt one or more separate series of textbooks or instructional materials systems for any of the several courses offered in the elementary schools, or for any combination of such courses. For such purposes the term "elementary schools" shall have the meaning prescribed by Section 60024.

60002. The Legislature hereby recognizes that, because of the common needs and interests of the citizens of this state and the nation, there is a need to establish broad minimum standards and general educational guidelines for the selection of instructional materials for the public schools, but that, because of economic, geographic, physical, political, educational, and social diversity, specific choices about instructional materials need to be made at the local level.

60061. A publisher or manufacturer shall:

(a) Furnish the instructional materials offered by him or her at a price in this state that, including all costs of transportation to that place, does not exceed the lowest price at which the publisher offers those instructional materials for adoption or sale to any state or school district in the United States.

(b) Automatically reduce the price of those instructional materials to any governing board to the extent that reductions are made elsewhere in the United States.

(c) Provide any instructional materials free of charge in this state to the same extent as that received by any state or school district in the United States.

(d) Guarantee that all copies of any instructional materials sold in this state are at least equal in quality to the copies of those instructional materials that are sold elsewhere in the United States, and are kept revised, free from all errors, and up to date as may be required by the state board.

(e) Not in any way, directly or indirectly, become associated or connected with any combination in restraint of trade in instructional materials or enter into any understanding, agreement, or combination to control prices or restrict competition in the sale of instructional materials for use in this state.

(f) Maintain a representative, office, or depository in the State of California or arrange with an independently owned and operated depository in the State of California to receive and fill orders for instructional materials.

For purposes of the preceding paragraph of this subdivision, "instructional materials" means textbooks, or instructional materials systems or instructional materials sets which include textbooks.

(g) Upon the willful failure of the publisher or manufacturer to comply with the requirements of this section, be liable to the governing board in the amount of three times the total sum that the publisher or manufacturer was paid in excess of the price required under subdivisions (a), (b), and (e), and in the amount of three times the total value of the instructional materials and services that the governing board is entitled to receive free of charge under subdivision (c).

60071. No publisher or manufacturer of instructional materials, nor any of his representatives, shall offer or give any emolument, money, or other valuable thing, or any inducement, to any school official to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material.

60072. No school official shall accept any emolument, money or other valuable thing, or any inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material.

60073. Any publisher or manufacturer of instructional materials or his representative, or any school official who violates any of the provisions of this article is guilty of a misdemeanor. Any school official who violates any of the provisions of this article shall, in addition to any other penalty, be removed from his official position.

60074. Nothing in this article shall be construed to prevent any publisher, manufacturer, or agent from supplying for purposes of examination necessary sample copies of instructional materials to any school official.

60075. Nothing in this article shall be construed to prevent a school official from receiving sample copies of instructional materials.

60200. The state board shall adopt instructional materials for use in kindergarten and grades 1 to 8, inclusive, for governing boards, subject to Section 60265 and to the following provisions.

(b) While categories may be designated to be adopted in alternate years, the state board shall adopt not less than five but not more than 15 of any of the following for basic instructional materials in each subject in each grade: (a) instructional materials, (b) instructional materials systems, (c) instructional materials sets, and, (d) a combination of instructional materials, instructional materials systems, and instructional materials sets, as the state board may select. However, less than five items per subject per grade may be adopted when the state board establishes that adequate materials are not available for certain grades and subjects.

(c) In the event that a district board establishes to the satisfaction of the state board that the state-adopted instructional materials do not promote the maximum efficiency of pupil learning in the district, the state board shall authorize that district board to use its instructional materials allowances to purchase materials as specified by the state board, in accordance with standards and procedures established by the state board.

(d) The state board shall establish procedures to provide the most open and flexible submissions, as to timing and processing, to provide collections of instructional materials that, when taken as a whole, illustrate diverse points of view; represent cultural pluralism and provide a broad spectrum of knowledge, information, and opinions; and allow for a combination of approaches and media to best meet the goals of a program and the needs of pupils.

60200.5. Instructional materials adopted under this chapter shall, where appropriate, be designed to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship, and to instruct them in manners and morals and the principles of a free government. The State Board of Education shall endeavor to see that this objective is accomplished in the evaluation of instructional materials for educational content in appropriate subject areas.

60202. Before final adoption of any instructional materials not currently listed, the state board shall make any instructional materials proposed for adoption available for public inspection for not less than 30 days at display centers designated by the Superintendent of Public Instruction. There shall be an adequate distribution of display centers throughout the state.

60203. The state board shall give the commission a public hearing before making any adoption of instructional materials for use in the elementary schools of the state.

60204. The commission shall:

(b) Develop criteria for evaluating instructional materials submitted for adoption so that the materials adopted shall adequately cover the subjects in the indicated grade or grades and which comply with the provisions of Article 3 (commencing with Section 60040) of Chapter 1. The criteria shall be public information and shall be provided in written or printed form to any person requesting such information.

(c) Study and evaluate instructional materials submitted for adoption.

(d) Recommend to the state board instructional materials which it approves for adoption.

(e) Review and have the authority to adopt the educational films or video tapes produced in accordance with Article 3 (commencing with Section 52740) of Chapter 11 of Part 28.

60205. The commission may, in order to fulfill its duties pursuant to Section 60204, appoint task forces or committees of subject matter experts to assist and advise them. Each task force or committee appointed by the commission shall include classroom teachers as defined in Section 33150** and representatives of the various ethnic groups and of the various types of school districts. Accurate records of the advice and recommendations of each task force or committee member shall be maintained by the commission, and made available to the state board at its request.

60226. Publishers and manufacturers shall, in accordance with rules and regulations adopted by the state board, develop plans to improve the quality and reliability of instructional materials through learner verification. District boards shall be encouraged to permit publishers and manufacturers to have limited access to classrooms for necessary testing and observation. Publishers and manufacturers shall provide copies of test results and evaluations made as part of learner verification at the request of any governing board.

**_Education Code_ Sections 33150-33155 were repealed by Statutes 1978, chapter 843, p. 2655, section 8.5.

60262. District boards shall provide for substantial teacher involvement and shall promote the involvement of parents and other members of the community in selecting instructional materials.

Other Relevant Sections: 60000-60028; 60040-60047; 60060-60076; 60090; 60100-60115; 60200-60251; 60260-60264; 60280-60296; 60310-60315; 60400-60420; 60500-60530.

ATTACHMENT C

INSTRUCTIONAL MATERIALS DISPLAY CENTERS (IMDCs)

IMDC #1
HUMBOLDT COUNTY OFFICE OF EDUCATION
901 Myrtle Avenue
Eureka, CA 95501
(707) 445-7074

IMDC #3
CALIFORNIA STATE UNIVERSITY, CHICO
Meriam Library
Chico, CA 95929-0222
(916) 895-5266

IMDC #4
PLACER COUNTY OFFICE OF EDUCATION
360 Nevada Street
Auburn, CA 95603
(916) 889-8020

IMDC #5
SACRAMENTO COUNTY OFFICE OF EDUCATION
9738 Lincoln Village Drive
Sacramento, CA 95827
(916) 366-2574

IMDC #6
SONOMA COUNTY OFFICE OF EDUCATION
410 Fiscal Drive, Room 111-E
Santa Rosa, CA 95401
(707) 527-3237

IMDC #7
ALAMEDA COUNTY OFFICE OF EDUCATION
313 West Winton Avenue
Hayward, CA 94544-1198
(415) 887-0152, X210

IMDC #8
STANISLAUS COUNTY DEPT. OF EDUCATION
801 County Center III Court
Modesto, CA 95355
(209) 525-4993

IMDC #10
FRESNO COUNTY OFFICE OF EDUCATION
2314 Mariposa Street
Fresno, CA 93721
(209) 488-2922

IMDC #11
MONTEREY PENINSULA USD
540 Canyon del Rey
Monterey, CA 93940
(408) 899-7311

IMDC #12
KERN COUNTY SUPT. OF SCHOOLS OFFICE
5801 Sundale Avenue
Bakersfield, CA 93309
(805) 398-3763

IMDC #13
Library
UNIVERSITY OF CALIFORNIA
Curriculum Lab
Santa Barbara, CA 93106
(805) 961-3060

IMDC #14
GLENDALE USD
223 North Jackson Street
Glendale, CA 91206
(818) 241-3111 X234

IMDC #15
SAN BERNARDINO COUNTY SCHOOLS OFFICE
601 North E Street
San Bernardino, CA 92410-3093
(714) 387-3152

IMDC #16
LOS ANGELES USD
3rd Street Annex, Room 181
1320 West 3rd Street
Los Angeles, CA 90017
(213) 625-6994

IMDC #17
LOS ANGELES CO. OFFICE OF EDUCATION
Professional Reference Center
9300 E. Imperial Highway
Downey, CA 90242-2890
(213) 922-6359

IMDC #18
RIVERSIDE CO. SUPT. SCHOOLS OFFICE
3939 Thirteenth Street
Riverside, CA 92502
(714) 788-6684

IMDC #19
ORANGE COUNTY DEPT. OF EDUCATION
Building B, Room 1031
200 Kalmus
Costa Mesa, CA 92626
(714) 966-4466

IMDC #21
SAN DIEGO COUNTY OFFICE OF EDUCATION
6401 Linda Vista Road
San Diego, CA 92111
(619) 292-3607

IMDC #22
CALIFORNIA STATE DEPT. OF EDUCATION
Office of Curriculum Framework
and Textbook Development
560 J Street, Suite 290
Sacramento, CA 95814
(916) 323-2603

IMDC #24
CONTRA COSTA CO. OFFICE OF EDUCATION
Educational Media Services
77 Santa Barbara Road
Pleasant Hill, CA 94523-4215
(415) 944-3340

IMDC #25
OAKLAND USD
314 East 10th Street
Oakland, CA 94606
(415) 836-8318

IMDC #26
SAN FRANCISCO USD
Instructional Improvement &
Staff Development
2550 25th Avenue, Room 1
San Francisco, CA 94116
(415) 565-9328

IMDC #27
SAN MATEO COUNTY OFFICE OF EDUC.
The SMERC Library
333 Main Street
Redwood City, CA 94063
(415) 363-5466

IMDC 28
MERCED COUNTY SUPT. OF SCHOOLS OFFICE
632 West 13th Street
Merced, CA 95340
(209) 385-8361

IMDC #29
INYO COUNTY SUPT. OF SCHOOLS OFFICE
135 Jackson Street
Independence, CA 93526
(619) 878-2426

IMDC #30
TULARE COUNTY DEPT. OF EDUCATION
7000 Doe Avenue
Visalia, CA 93291
(209) 651-3031

IMDC #31
CALIFORNIA POLYTECHNIC STATE UNIV.
University Library
San Luis Obispo, CA 93407
(805) 756-2273

IMDC #32
DESERT SANDS USD
83651 Dr. Carreon Blvd.
Indio, CA 92201
(619) 347-8631 X416

IMDC #33
VENTURA COUNTY OFFICE OF EDUCATION
550 Airport Way
Camarillo Airport
Camarillo, CA 93010
(805) 388-4216

IMDC #34
SAN JOSE STATE UNIVERSITY
Division of Teacher Education
Sweeney Hall, #305
One Washington Square
San Jose, CA 95192
(408) 924-3601

12/5/88

ATTACHMENT D

GUIDELINES AND PROCEDURES FOR PUBLIC INPUT

Curriculum Development and Supplemental Materials Commission

The Curriculum Development and Supplemental Materials Commission holds three types of meetings (described below) to accomplish its goals. Meeting notices will indicate which type of meeting is being held and whether input will be heard.

Regular Meetings

1. Notices will state input from the audience is welcome on specific topics to be discussed or on action to be taken.

2. Individuals wishing to guarantee themselves an opportunity to speak at these meetings should write to the Commission Secretary at least ten (10) calendar days prior to the meeting. The request should include: the subject (reference the agenda); the position (for or against); and a summary of the presentation. If convenient, at least thirty (30) copies of the presenter's discussion should be included with the request to speak. Otherwise, at least thirty (30) copies of any pertinent materials should be distributed at the meeting. (See #4.) In the interest of time, the chairperson may limit the number of speakers allowed each interested party/organization.

3. At the meeting, the chairperson will determine how many speakers have written requests to speak, giving priority to those who have made such written requests in advance. Presentations will not exceed three (3) minutes, except with specific permission of the chair granted only under special circumstances.

4. Those individuals who wish to speak at meetings but who have not made a written request in advance are requested to complete a request to speak form and give it to the Commission Secretary before their presentation. Presentations should not exceed three minutes. The chair may limit the time of each presentation even further in order to facilitate hearing more people during the limited time available. Presenters are asked to bring at least thirty (30) copies of their input to give to the Commission Secretary prior to the presentation.

5. Individuals may be heard at other times during the meeting at the discretion of the chair. It is desirable, and at times necessary, for the chair to rule that only Commission members speak on a selected topic or motion. Requests to present information to a committee shall be directed by the Commission Chairperson to the committee chair. The committee chair shall determine which committee meeting shall include the presentation on its published agenda.

6. If time permits, the chairperson will allow input on items not on the agenda.

7. A time for general input (open forum) will be scheduled at each regular Commission meeting.

Committee Meetings

The agenda will list the time and place of all Commission committee meetings, along with the topics to be considered. Input and interaction with commissioners is at the discretion of the committee chairperson. Procedures for input will follow the same guidelines as those established for regular meetings.

Formal Public Comment Sessions

The meeting agenda will specify a formal public comment session. Procedures for input will follow the same guidelines as those established for regular meetings. A speaker's list will be developed in the order requests were received. Each speaker will be limited to five (5) minutes. It is strongly advised that individuals submit their requests to speak to the Commission Secretary at least ten (10) days in advance of the meeting, since there is significant chance that time will not be available for those requesting to speak at the time of the Commission meeting.

Written Input

The Curriculum Commission welcomes and encourages written comment on specific topics under consideration.

Written comment received ten (10) working days prior to the Commission meeting will be disseminated in a correspondence file to each commissioner and available to the public. Correspondence received in this time frame will be summarized by the chairperson at the beginning of the meeting.

Publications Available from the Department of Education

Approximately 650 publications are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

ISBN	Title (Date of publication)	Price
0-8011-0271-5	Academic Honesty (1986)	$2.50
0-8011-0722-9	Accounting Procedures for Student Organizations (1988)	3.75
0-8011-0272-3	Administration of Maintenance and Operations in California School Districts (1986)	6.75
0-8011-0216-2	Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984)	3.50
0-8011-0238-3	Boating the Right Way (1985)	4.00
0-8011-0275-8	California Dropouts: A Status Report (1986)	2.50
0-8011-0783-0	California Private School Directory, 1988-89 (1988)	14.00
0-8011-0748-2	California School Accounting Manual (1988)	8.00
0-8011-0715-6	California Women: Activities Guide, K–12 (1988)	3.50
0-8011-0488-2	Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools (1987)	5.00
0-8011-0760-1	Celebrating the National Reading Initiative (1988)	6.75
0-8011-0241-3	Computer Applications Planning (1985)	5.00
0-8011-0749-0	Educational Software Preview Guide, 1988-89 (1988)	2.00
0-8011-0489-0	Effective Practices in Achieving Compensatory Education-Funded Schools II (1987)	5.00
0-8011-0041-0	English-Language Arts Framework for California Public Schools (1987)	3.00
0-8011-0731-8	English-Language Arts Model Curriculum Guide, K–8 (1988)	3.00
0-8011-0710-5	Family Life/Sex Education Guidelines (1987)	4.00
0-8011-0289-8	Handbook for Physical Education (1986)	4.50
0-8011-0249-9	Handbook for Planning an Effective Foreign Language Program (1985)	3.50
0-8011-0320-7	Handbook for Planning an Effective Literature Program (1988)	3.00
0-8011-0179-4	Handbook for Planning an Effective Mathematics Program (1982)	2.00
0-8011-0290-1	Handbook for Planning an Effective Writing Program (1986)	2.50
0-8011-0224-3	Handbook for Teaching Cantonese-Speaking Students (1984)	4.50
0-8011-0680-X	Handbook for Teaching Japanese-Speaking Students (1987)	4.50
0-8011-0291-X	Handbook for Teaching Pilipino-Speaking Students (1986)	4.50
0-8011-0204-9	Handbook for Teaching Portuguese-Speaking Students (1983)	4.50
0-8011-0250-2	Handbook on California Education for Language Minority Parents—Chinese/English Edition (1985)	3.25*
0-8011-0737-7	Here They Come: Ready or Not—Report of the School Readiness Task Force (1988)	2.00
0-8011-0712-1	History-Social Science Framework for California Public Schools (1988)	6.00
0-8011-0782-2	Images: A Workbook for Enhancing Self-esteem and Promoting Career Preparation, Especially for Black Girls (1988)	6.00
0-8011-0227-8	Individual Learning Programs for Limited-English-Proficient Students (1984)	3.50
0-8011-0679-6	Instructional Materials Approved for Legal Compliance, 1987-88 Edition (1987)	6.00
0-8011-0793-8	Instructional Materials Ordering Manual (1988)	2.50
0-8011-0466-1	Instructional Patterns: Curriculum for Parenthood Education (1985)	12.00
0-8011-0208-1	Manual of First-Aid Practices for School Bus Drivers (1983)	1.75
0-8011-0209-X	Martin Luther King, Jr., 1929–1968 (1983)	3.25
0-8011-0358-4	Mathematics Framework for California Public Schools (1985)	3.00
0-8011-0664-8	Mathematics Model Curriculum Guide, K–8 (1987)	2.75
0-8011-0725-3	Model Curriculum for Human Rights and Genocide (1988)	3.25
0-8011-0252-9	Model Curriculum Standards: Grades 9–12 (1985)	5.50
0-8011-0762-8	Moral and Civic Education and Teaching About Religion (1988)	3.25
0-8011-0229-4	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Junior High School (1984)	8.00
0-8011-0228-6	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for High School (1984)	8.00
0-8011-0182-4	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten (1982)	8.00
0-8011-0183-2	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Primary Grades (1982)	8.00
0-8011-0184-0	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades (1982)	8.00
0-8011-0230-8	Nutrition Education—Choose Well, Be Well: A Resource Manual for Parent and Community Involvement in Nutrition Education Programs (1984)	4.50
0-8011-0185-9	Nutrition Education—Choose Well, Be Well: A Resource Manual for Preschool, Kindergarten, and Elementary Teachers (1982)	2.25
0-8011-0186-7	Nutrition Education—Choose Well, Be Well: A Resource Manual for Secondary Teachers (1982)	2.25
0-8011-0253-7	Nutrition Education—Choose Well, Be Well: Food Photo Cards (with nutrient composition charts) (1985)	10.00
0-8011-0254-5	Nutrition Education—Choose Well, Be Well: Teaching Materials for Preschool/Kindergarten Curriculum Guide (in color) (1985)	7.50

0-8011-0303-7	A Parent's Handbook on California Education (1986)	3.25
0-8011-0671-0	Practical Ideas for Teaching Writing as a Process (1987)	6.00
0-8011-0792-X	Price List and Order Form for Art and Music Instructional Materials (1989–1991)	2.75
0-8011-0791-1	Price List and Order Form for Bilingual-Bicultural and ESL Instructional Materials (1989–1991)	3.00
0-8011-0788-1	Price List and Order Form for English Instructional Materials (1989–1991)	3.00
0-8011-0790-3	Price List and Order Form for Foreign Language Instructional Materials (1989–1991))	2.75
0-8011-0789-X	Price List and Order Form for Mathematics Instructional Materials (1989–1991))	4.50
0-8011-0787-3	Price List and Order Form for Reading-Language Arts Instructional Materials (1989–1991)	5.00
0-8011-0309-6	Program Guidelines for Hearing Impaired Individuals (1986)	6.00
0-8011-0258-8	Program Guidelines for Severely Orthopedically Impaired Individuals (1985)	6.00
0-8011-0684-2	Program Guidelines for Visually Impaired Individuals (1987)	6.00
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